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ABSTRACT

Before educational planners can develop associate degree level curricula to train human resource practitioners, they must have a clear understanding of the field of human resource development (HRD). A review of research relating to the role of the HRD specialist indicates that HRD practitioners must be specialists in human relations skills and attitudes, should be skilled in the area of adult education and adult learning principles, and must be able to act as consultants to line supervisors and managers. Analysis of the job duties typically performed by HRD specialists indicates that they need training to be able to complete the following tasks: analyze training needs, determine a training approach, design training programs, prepare instructional materials, evaluate and train trainers, supervise external programs, counsel staff, advise managers, instruct staff, influence various groups, research training practices, interact with managers, manage training, and inform on changes in training. More research is needed to determine the extent to which the role of an HRD practitioner should be extended to incorporate organizational change, human resource management, management skills, and other responsibilities previously not considered as part of their role. (MN)

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THE DEVELOPMENT OF TERTIARY QUALIFICATIONS

FOR

HUMAN RESOURCE PRACTITIONERS

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1 INTRODUCTION

This paper will consider the topic: the development of qualifications for human resource practitioners in Australia. First, detailed comments are presented relating to the conceptual framework for the development of qualifications for human resource practitioners, including the nature of Human Resource Development (HRD), the roles of the Human Resource Developer and how the role has been classified by various reseachers. The second part of the paper contains a discussion of research which has been undertaken as a basis for developing qualifications for Human Resource Developers. The next section presents further recent research related to validating the roles of human resource practitioners in Australia and the educational implications of the results. Finally, some concluding comments are presented.

2 CONCEPTUAL FRAMEWORK

2.1 The Nature of Human Resource Development

There have been many problems associated with the use of the terms "Training" and "Development" in Australia. Gurr stated that "the training and development field in Australia lacks conceptual role and status definition which are prerequisites to the attainment of full professional standing for human resource development practitioners" (Gurr, 1981b, p.2).

In 1982 Professor Len Nadler, whilst speaking at a conference in Adelaide, also suggested that the use of the term "training" was related to lower level activities in organizations, from a business and economic point of view. He further claimed that the term had perjorative overtones and was used mainly to describe training at supervisor level and below whilst other terms were used to describe training activities for occupiers of higher status positions within organisations, e.g. management education, executive development (Nadler, 1982a).

This search for a clear identity for human resource development practitions in terms of role definition, concept clarification and professional practice guidelines has resulted in Nadler, Jones and others presenting various models to delineate this field of human endeavour and to precisely define its constituent parts.

As some commentators have claimed, almost an important preliminary consideration for any human resource practitioner is to have a clear understanding of the field of HRD and a frame of reference against which to evaluate where you are going and what you are doing (Nadler, 1981 and Lippit, 1982). How human resource practitioners define HRD will determine to a large extent: what they do; how they do it; what problems they identify; what actions they recommend, how they evaluate what they have done; and how they determine what success they will have achieved. Similarly, it is essential for staff of any tertiary institution contemplating developing qualifications for HRD practitioners also to have a conceptual framework in this

field. Since theory of HRD is fundamental to this discussion, in this section of the paper, several models are presented for your consideration (a model is simply a short-hand way of representing something which is real or imagined.)

2.1.1 Nadler's Approach

Nadler claimed that there is still no agreement on the terms used in grappling with the whole concept of human resources and their utilization in organisations (Nadler, 1980, p.2). However, he presented a way of identifying various human resource activities in three major areas and classified them under the generic term "Human Resource Management" as the following figure indicates:

HUMAN RESOURCE MANAGEMENT

Development (HRD)	Utilization (HRU)	Environment (HRE)
Training	Recruitment	Job enrichment
Education	Selection	Job enlargement
Development	Placement	Organization development
	Appraisal	
	Compensation	
	Workforce planning	

Nadler defined Human Resource Development (HRD) as being those learning experiences which are organized, conducted within a specified time and designed to produce behavioural change (ibid).

Human Resource Utilization (HRU) embraces the traditional functions of the Personnel Department which are still needed for the effective functioning of organizations. Human Resource Environment (HRE) is the newest of the three areas of specialization. Before 1970, it would have been difficult to identify any significant numbers of people involved in areas related to this specialization. Some organizations used external consultants in these activities but seldom had a unit established to carry out HRE activities solely. Increased concern over quality of organizational life has emphasized the importance of organizations to have a group of people who are concerned about HRE. As stated earlier HRD consists of three different kinds of learning experiences - broader than training alone, yet including training - training, education and development. An understanding of these activities and specific definitions will help human resource practitioners use these concepts accurately. In the literature, one is confronted with a plethora of terms which are used synonymously with HRD but with little precision e.g. on-the-job training, renewal, staff development continuing education, professional growth, professional development and in-service education. Consequently the focus, the purpose and the context of these activities are quite often confused.

Nadler views training as focusing on a person's present job and believes that the learning experiences provided by training should improve actual job performance. It is also expected that learners will use the training immediately on the job. Thus training is of low level risk as the organization may gain a direct return or benefit because trainees can use the learning experience directly in their work.

Nadler views education as an activity to prepare employees to perform a specific job or group of jobs in the organization in the future. It is still job-related but in order to differentiate it from training, the emphasis of education is on the individual preparing for a different job. The time utilization is near future as the common practice is to prepare people for a new job over a fairly short period of time. The risk to the organization is medium level as despite all good planning, it is possible that education may not necessarily produce a return to the employing organization.

Development, according to Nadler, is focused on helping an organization grow and change by providing learning experiences for employees. Thus development is futuristic in orientation and hence a higher risk level activity.

It is probably a matter of value judgements about how many resources should be put into training, education or development. Perhaps they are overlapping processes.

2.1.2 Jones' Approach

In a recent article Jones stated that to many, Human Resource Development was synonymous with training (Jones, 1981, p 188). However he believed that:

> *"there is a need for clarity in professional terminology because we have to communicate with our clients and potential clients in order to establish proper expectations for our work if we are to develop appropriate contracts. The lack of clarity about what constitutes HRD has resulted in what we believe to be an underemployment of group facilitaors within organizational systems. It is our view that trainers, consultants, and group facilitators need to be aware of and relate effectively to the various activities that we believe constitute HRD in order to develop a more well-rounded perspective on the part that training and development play in the array of programs that focus on the organization".* (ibid. p.188)

Jones claimed that: HRD focuses on people and on increasing the talents and abilities of people in a system; HRD is systematic and individually designed to focus on the pool of people who constitute the human organizations; the term resource implies that individuals or groups of people within the organization are considered to be resources rather than problems; the term development is ambiguous in the literature and implies an emphasis on the discovery and nurturing of human resources; all HRD activities focus toward learning, behaviour change, increased effectiveness and harnessing untapped human abilities for goal attainment; and HRD activities when they are co-ordinated with each other offer the promise of making the relationship between the individual and the organization more effective by focussing on the development of people and of peoples' systems.

Jones defined HRD as "an approach to the systematic expansion of peoples' work-relation abilities, focussed on the attainment of both organizational and personal goals". (ibid, p.188)

Jones also believed that HRD incorporates five major areas of activity that can be utilized to improve human systems and to develop people within those systems: training; organization; development; education; system change and human-systems programs.

2.1.3 <u>1979 Conference on the Academic Preparation of Practitioners in Human Resource Development</u> (American Society for Training and Development)

Olson and Berne believed that there were three major areas of activity in organizing human resources curricula - HRD, Human Resource Management and Organizational Development. (Olsen and Berne, 1980, p.80). They stated that:

> *"Although there was recognition that a case might be made for treating any one of these or other disciplines as an umbrella for others, and certainly there are interrelationships, there was some agreement that there is a need for would-be or practicing professionals in these three areas to have access to a full curriculum focused on the core tasks of each."* (ibid, p.80)

This tripartite model is similar to Nadler's approach except that different terms are used to describe its component parts.

2.1.4 Models for Excellence - the 1983 ASTD Training and Development Study

McLagan and Bedrick reported that this study produced nine products for use by people in the training and development field including a definition of training and development, identification of fifteen roles and a list of outputs and competencies for each role (McLagan and Bedrick, 1983, p 2). They defined training and development as, "identifying, assessing - and through planned learning - helping develop the key competencies which enable individuals to perform current or future jobs" (ibid, p 3).

The value of this competency study lies in the fact that it represents a major step toward the professionalization of the field of training and development. Several shortcomings relate to the regressive use of the term training and development and the use of the competency model in the research design.

From the above, a number of implications emerge for human resource practitioners.

It is clear that: HRD is a much broader field of endeavour than training; in future human resource practitioners will need a much wider range of competencies in various areas identified by a number of writers; organisations will demand a wider range of skills from human resource practitioners in future as organisations have to change to meet the needs of their external environment; human resource practitioners in the future will need to be skilled to work across a wide range of activities including training and development, personnel management and organizational change; that current career prospects of trainers will be enhanced as they embrace and welcome these widened definitions of their role; and that HRD as a field of study, is in the pre-paradigmatic field of development. There is obviously a great need in the field to extend the concept of HRD and relate it to the various sytems within modern organizations, the external environment and values inherent in the definition of man, society and the nature of work.

In the next part of the paper specific comments are made in relation to the role of human resource practitioners or Human Resource Developers using a term which is forward-looking and representing emerging concepts in the profession.

2.2 The Role of the Human Resource Developer

In a recent paper, Malcolm Knowles stated:

> *"I perceive a major change taking place in the definition of the role of training - the purpose and mission of training, and therefore the role of the trainer. For one thing, I see us on the verge of getting rid of the label 'training' and 'trainer'. I think we're coming to realise that nobody likes to be trained unless you're a dog and even then the wagging of the tail may be subterfuge!*
>
> *"Maybe dogs don't like to be trained either! But I think that people don't like to be trained. We're increasingly coming to use the words "Human Resource Development" as the overarching label for what we're doing."* (Knowles, 1983, p.4)

Obviously, a basic change is occurring in the nature of HRD and this will have an impact on the role of the Human Resource Developer.

Various approaches in the literature have been used to classify the role of the Human Resource Developer. From the literature it is clear that the term HRD relates to a wide range of activities, approaches and roles, practitioners come from a variety of backgrounds, and Human Resource Developers may occupy a changing role as organizations respond to environmental changes, (Gurr, 1981a, pp 8-10).

Nadler classified the roles and activities of the Human Resource Developer into three parts - learning specialist, administrator and consultant, (Nadler, 1982b, p 8). Schreier presents an extensive trainer role model consisting of eight roles - administrator, consultant, evaluator, participant, facilitator, president, observer, and presence, (Schreier, 1978, p.1). Research in recent years has created a "taxonomy" of behaviour and styles and models which tend to be descriptive, static, catalogues of what HRD practitioners do rather than what roles and activities are relevant in varying organizational circumstances. Nadler's model does attempt to look at the various factors relating to HRD within organisations and thus is more useful in that respect.

Despite the differences which occur between the different models, there is enough commonality between HRD practitioners' roles and activities to allow the identification of some core elements and practitioner attributes that should ideally accompany them. In this paper, three aspects are highlighted for your consideration.

<u>Firstly, HRD practitioners must be specialists in human relation skills and attitudes because human resource development focuses on people</u>.

Thus, certain kinds of people should be precluded immediately from this role. HRD practitioners should: have a warm friendly outgoing disposition without being overbearing; model an empathetic attitude to other people whose values, aspirations and viewpoints may be different; be able to act as a mediator/counsellor between individuals and groups; act as a helper in a problem solving role; be skilled at the art of compromise, negotiation, consensus-seeking, conducting meetings and interpreting policy; have a solid value system and know where they are going; be adaptive, flexible and aware of their own strengths and weaknesses in dealing with people; have excellent skills in active listening, interpreting, interpersonal and group communication skills; be able above all to create a climate of trust, openness and mutual acceptance in which people want to take responsibility for their own development; have a firm understanding of human and organizational behaviour; and know how motivation and psychology of work relate to job performance.

Secondly, HRD practitioners must be skilled in the area of adult education and adult learning principles.

Learning is the key to many activities - HRD, management, and supervision. An HRD practitioner must be skilled in and appreciate: the field of adult learning; using andragogical concepts in determining learning needs; designing learning experiences; implementing learning experiences; and evaluating learning experiences.

Thirdly, HRD practitioners must be able to act a consultants to line supervisors and managers. Obviously the most single accessible and direct resource for human growth and development in any organization are the line supervisors and managers. This has implications for the role of HRD practitioners. One of the major focuses will be to provide managers with educational programs in adult learning principles and skills in performing the role of facilitator of adult learning, (Knowles, op.cit., p.4).

De Courcy Meade echoes this approach when he claimed that HRD has entered a new "organic phase where it will be asked to meet and deal with the affects on people of the accelerating pace of continuous change spearheaded by technology and technocrats, but having deep, social, political and economic ramifications", (De Courcy Meade, 1982, p.4).

In terms of people, the very nature and meaning of work has changed. As De Courcy Meade stated:

> *"yet the population is still being asked to work in industrial, commercial, public sector and public service organizations still hierarchically organized and with still largely 'Theory X' assumptions about human behaviour dominating the behaviour of many managements. The reservoir of untapped abilities and motivations is already spilling over into unproductive, often*

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counterproductive activities leading to increasingly inflationary pay demands, worsening industrial and human relationships, aggressive behaviour at all levels, stress, illness, and possibility of social breakdown". (ibid, p.4).

In this turbulent environment of change, HRD has a very important role in achieving and maintaining equilibrium and avoiding the danger of disintegration and collapse through providing continuous learning.

As De Courcy Meade claimed:

> *"In these conditions, all previous perceptions of training, training methods and the role of trainers have to be radically changed.....Above all, the Training Function has to become a central rather than a peripheral activity of management. It becomes, in due course, an indispensable rather than an expendable function. It can no longer possibly be carried out, outside the main management activity by relatively low level people called Instructors or even Training Officers. That is not to say that no role will exist for Instructors or Training Officers in a new organic approach to Training. But they will be supporting the mainstream effort not trying to substitute for it".* (ibid, p.5).

Obviously the training of HRD practitioners to work as consultants with managers to focus upon organisations, organisational analysis and development, adult learning concepts, training needs, and learning design, will be of prime importance.

In the next section of this paper the competencies of human resource practitioners are considered.

2.3 Classifying the Competencies of Human Resource Developers

Many similar approaches have been used to classify the competencies of HRD practitioners, Kenny (Kenny 1979, p.11), White (White, 1979, p.3), ASTD. (McLagan and Bedrick, 1983, p 2) and others have classified the role of Human Resource Developers into a number of competency areas and these are summarized in Table 1. Kenny identified eleven competency areas and related individual competencies in each area to four different kinds of human resource practitioners - instructor, designer, manager and consultant. White listed 105 competencies, in eight competency areas. ASTD has identified nine categories of professional activity for human resource practitioners, (Olsen and Berne, 1980, p.80). McLagan and Bedrick identified 102 outputs and 31 competenices in 15 competency areas. It is clear that there are many similarities in the approaches used by different writers to classify the competencies of Human Resource Developers.

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TABLE 1: COMPETENCY AREAS OF HRD PRACTITIONER'S ROLE

KENNY	WHITE	ASTD (1979) OLSEN AND BERNE	ASTD (1983) MCLAGAN AND BEDRICK
1 Administration	1 Analyzing Needs and Evaluating Results	1 Analyzing Needs and Evaluating Results	1 Evaluator
2 Communication	2 Designing and Developing Training Programs and Materials	2 Designing and Developing Training Programs and Materials	2 Group Facilitator
3 Course Design	3 Delivery Training and Development Programs/ Services	3 Delivery Training and Development Programs/ Services	3 Individual Development Counsellor
4 Evaluation	4 Advising and Counselling	4 Advising and Counselling	4 Instructional Writer
5 Group Dynamics Process	5 Managing Training Activities	5 Managing Training Activities	5 Instructor
6 Learning Theory	6 Maintaining Organization Relationship	6 Maintaining Organization Relationship	6 Manager of Training and Development
7 Manpower Planning	7 Doing Research to Advance the Training Field	7 Doing Research	7 Marketer
8 Person/Organization Interface	8 Developing Professional Skills and Expertise	8 Developing Professional Skills and Expertise	8 Media Specialist
9 Teaching Practice	9 Developing Basic Skills and Knowledge	9 Developing Basic Skills and Knowledge	9 Needs Analyst
			10 Program Administrator
			11 Program Designer
			12 Strategist
			13 Task Analyst
			14 Theoretician
			15 Transfer Agent

In the next section several pieces of research, used as a basis for developing qualifications for Human Resource Developers, are discussed.

3 QUALIFICATIONS FOR HUMAN RESOURCE DEVELOPERS

Various commentators (Arnold, 1983; Walker, 1981, 1982) have highlighted the need for HRD practitioners to become more professional. Walker listed four criteria to achieve professional status in Australian society including: the mastery of a disciplined and specialized body of knowledge and skills; the completion of a prescribed pre-service preparation program at a tertiary level; the acceptance of legal sanctions controlling the behaviour of practitioners; and the acceptance of a system of self-policing by practitioners. (Walker, 1981, p 10)

In this context, Colleges of Advanced Education play a very valuable role to enable HRD practitioners to upgrade their professional status. In fact many organizations and trainers are committed to a welfare approach to HRD through the provision of weekly study release schemes to enable organizational members to gain additional qualifications to obtain extra pay or to improve professional status and thus career mobility. There are a number of institutions offering some units in HRD in other kinds of awards, but only several offer specific courses for HRD practitioners e.g. South Australian College of Advanced Education (SACAE), Riverina College of Advanced Education, Sydney College of Advanced Education, and Victoria College of Advanced Education. In comparison to the United States of America, the development of tertiary level courses for HRD practitioners is in its infancy. As one writer (Smith, 1979, p 19) stated, after surveying HRD tertiary courses in Australia:

> *"It would seem then that the training profession in Australia is not well served by appropriate tertiary courses compared to, for example, the USA".*

In the remainder of this part of the paper two research projects, used as a basis for designing tertiary courses for HRD practitioners, are considered.

Gurr (Gurr, 1981, p 8) identified 19 competency areas and a large number of competencies, after completing a literature review, and following personal consultation with overseas experts including Professor Malcolm Knowles at Nova Univeristy, Professor Leon Nadler at George Washington University and John Kenny at the Department of Education in Ontario, Canada. These areas and competencies formed the basis of a needs analysis questionnaire which was validated by an advisory committee of highly regarded HRD practitioners in South Australia. The results from the one hundred and seventy-two respondents in the survey were used to develop the Associate Diploma in Training and Development Course at the Underdale Campus of the South Australian College of Advanced Education in 1980. (Hobart, 1980)

The competency areas which were identified are listed below:

- Competency Analysis
- Teaching Methods
- Instructional Technology
- Training Needs Analysis
- Course Design
- Evaluating Training
- Communication
- Group Dynamics
- Counselling and Interviewing
- Special Learning Contract
- HRD Project
- Learning Theory
- Organizational Behaviour
- Psychology of Work
- Sociology of Working Environment
- HRD Concepts
- Recurrent Education - The Teacher
- Recurrent Education - The Student
- Recurrent Education - The Institution

Gurr's research has shown that the roles, activities and competencies of HRD practitioners in Australia follow almost identical development paths with those of similar practitioners in North America. The main value of the research has been to provide a specific tertiary award for HRD practitioners - the Associate Diploma in Training and Development. After five years, over five hundred students from all states of Australia and several Asian countries, have enrolled in the course. The first person to graduate from the course was presented with his award in April 1983 and sixteen other students have graduated since the award started. Obviously, this professional qualification, offered on the basis of part-time, internal or external study, mature age entry, self-paced learning and competency-based educational approach, has received strong support from HRD practitioners. Students are drawn from a wide range of organizations including the armed forces, public service organizations, private enterprise organization, consulting firms, service organizations, police and correctional service organizations and health organizations.

A further piece of research, related to the development of qualifications for HRD practitioners was conducted by the S.A.C.A.E. to determine what level of support there was in the community for the development of a degree course in human resource management. (Malone, 1984).

The major purposes of the survey were to: gauge the level of community approval in relation to curriculum areas of the course; determine whether the course contained an appropriate set of skills; ascertain whether graduates would meet employers' requirements; identify whether the course provided enhanced career prospects; and to decide whether the course was an appropriate award for HRD practitioners.

A questionnaire was designed and sent out to approximately 1,500 respondents from the following groups: all heads of government departments in territorial, state and federal administrations; five hundred chief executive officers of private sector companies in South Australia, Victoria and New South Wales; all members of AITD in South Australia and three hundred members of the AITD in Victoria; and all members of the Institute for Personnnel management in South Australia.

The return rate of the questionnaire was 38% - a fairly satisfactory level for this type of investigation. Survey results indicated an outstanding level of acceptance by the respondents of the proposed awards, its aims and content areas. A significant part of the survey dealt with community need for the course. There was a strong support for the course ranging from 92% to 96% of the groups surveyed. Interestingly, few respondents saw the course as being suitable for school leavers. Instead, most respondents saw existing HRD practitioners as being the appropriate students for the course.

Respondents were asked also to endorse, for the proposed degree program, each of eighteen course areas as either "essential", "elective", or "exclude". The eighteen course areas, and each one's percentage endorsement as "essential" by the Training and Development Group (N=119), are as follows:

. Human Resource Training (82.5%)
. Management of a Training and Development Department (58.7%)
. Human Resources Development and Productivity (67.5%)
. Performance Appraisal (72.5%)
. Management Development (66.2%)
. Counselling and Communication (77.5%)
. Job Analysis (76.3%)
. Data Management Systems (38.7%)
. Recruitment (26.6%)
. Conditions of Service (26.6%)
. Career Development (65%)
. Labour Relations (47.5%)
. Health and Safety (40%)
. Corporate Development (85%)
. Corporate Planning (75%)
. Employment Planning (78.79%)
. Management of Change (65.0%
. Consultancy (37.5%)

(Malone, 1983, p 11)

Additionally most respondents thought that the course would enhance the career prospects of students and also they endorsed the practical orientation planned for the course. The degree course, based on this research, is planned for introduction in Term 2 1985. In the next section further research studies related to valuating the roles of human resource practitioners in Australia are presented.

4 FURTHER RESEARCH STUDIES

One of the major problems related to the research discussed in the previous sections, is methodological. The identification of competency areas and specific competencies do not necessarily provide a satisfactory basis for determining what a HRD practitioner actually does in a particular organization - situation specific competencies may be lost by this approach. Moreover, in some large organizations, job specialization may limit the extent to which a HRD practitioner can be involved in a range of HRD tasks and prevent any accurate understanding of the role of the Human Resource Developer. Another problem is related to the method of determining the list of competencies before presenting them to a wider audience for verification. The consensus method used by a committee of "experts" may provide a useful starting point but it is limited because it does not contain empirically derived data related to job analysis of the role of HRD practitioners.

A major problem also is related to the competency approach per se. Catalogues of competencies are helpful but they do not contain the conditions under which competencies are carried out, the standards of performance used, and the extent to which all competencies are used.

One different approach that has been helpful in defining the role of HRD practitioners was used by Pinto and Walker (1978, p 61). They developed a set of questions about the work of trainers and factor analyzed the responses to these questions. Fourteen factors were identified in the work of training and development personnel. Thus this study provided a valid and comprehensive job specification that was derived empirically for the training and development field in Australia.

Burns (1982, p 11) used many of these factors as the basis for a task inventory which was used in two surveys to study the job profiles of training and development personnel in Australia (Hayton, 1984). Also, Burns reinforced the observations made above whjen he claimed that the competency approach used by Kenny (1976) did not provide an adequate basis for the task inventory because the competencies appeared to be created in an ad hoc way using no empirical basis, other than the consensus view of a committee (Burns, 1982, p 11). This major shortcoming also applies to the research reviewed earlier in this paper.

However, the approach used by Pinto and Walker, Burns and Hayton also has a major short coming - it is focussed on perceptions of what the HRD practitioner currently does and may not be forward looking nor necessarily related to the impact of future change. So, this approach encapulates a static view of HRD and does not allow external forces to be considered that will be at work "in shaping the art" of HRD. Legislation, the economy, values, social problems, mass media, policy within an organization, the culture of an organization, and organizational structure all have an impact of Human Resource Development, and what a person undertaking that role actually does.

There is a need to recognize that the role of the HRD practitioner is far greater than that encompassed by any piece of research. Still, the findings of any research such as that conducted by Hayton, Malone and Gurr are helpful starting points for defining the areas of knowledge skills and understanding what are important for people involved in the emerging HRD professions. The role of institutions, such as Colleges of Advanced Education, in facilitating the development of HRD is of great importance (Geering, 1984).

The educational implications of Hayton's research are important for institutions that are developing qualifications for HRD practitioners. A table summarizing the recommended curriculum emphasis for staff development officers and staff development managers is included below (Hayton, 1984, p 66). Hayton found that there was a large difference of emphasis in only four of the fourteen duties, These four duties were:

- Duty E - Evaluate and train trainees
- Duty G - Counsel staff
- Duty I - Instruct staff
- Duty J - Influence various groups

In the first two, a much higher emphasis was recommended for staff development managers. In the last two a much higher emphasis was recommended for staff development officers.

TABLE 2: RECOMMENDED EMPHASIS TO BE GIVEN TO EACH DUTY, BASED ON TASK DATA

DUTY	DIFFICULTY (Note 1) (both groups)	CURRICULUM EMPHASIS (Note 2) SD OFFICERS	SD MANAGERS
A: Analyse training needs	-	MODERATE	MODERATE
B: Determine training approach	0	MODERATE	MODERATE
C: Design training programs	+	HIGH	MODERATE
D: Prepare instructional materials	+	MODERATE	LOW
E: Evaluate and train trainers	+	MODERATE	VERY HIGH
F: Supervise external programs	0	MODERATE	HIGH
G: Counsel staff	-	LOW	HIGH
H: Advise managers	0	MODERATE	HIGH
I: Instruct staff	0	VERY HIGH	MODERATE
J: Influence various groups	+	VERY HIGH	MODERATE
K: Research training	0	LOW	MODERATE
L: Liaise with managers	+	VERY HIGH	VERY HIGH
M: Manage training	-	HIGH	VERY HIGH
N: Inform on changes in training	-	HIGH	VERY HIGH

Note 1: These symbols refer to the mean Difficulty rating for the duty:

- = significantly below average ($p < .05$)
0 = average
+ = significantly above average ($p < .05$)

Note 2: The recommended curriculum emphases are based on the Time-spent and Consequences of each task in the duty. The derivation of these values in explained in Table 6.1 of Chapter 6.

(Hayton, 1984, p 66)

This research is most helpful and will be especially relevant for tertiary institutions involved in this field as staff evaluate their courses and make changes, especially at times of reaccreditation.

5 CONCLUSION

In this paper, the conceptual base of HRD has been discussed. Various research studies were reviewed that have been used as a basis to develop tertiary level qualifications for HRD practitioners in Australia. The educational implications of additional research that has helped validate the role of the HRD practitioner were presented.

A number of concerns need to be addressed that have arisen during this paper including:

- the need for developing a more comprehensive research methodology to overcome the weaknesses of the approaches discussed;
- the need for the development of an integrated body of theory to direct and correct HRD practice and to form the conceptual bases for tertiary courses;
- a consideration of the nexus between the theory and practice of HRD;
- the extent to which a tertiary course in HRD can accommodate the conflicting demands of training, education and development;
- the need for more research to determine the extent to which the role of a HRD practitioner should be extended to incorporate organizational change, human resource management, management skills and other responsibilities previously not considered as part of their role.

All of these concerns are important and worthy of further investigation.

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